

Flagstaff Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

755 N. Bonito Street, Flagstaff, AZ 86001

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Ilona M. Anderson
Schedule : 7:00 AM to 4:00 PM
Grades : 7-8
2003 Enrollment : 711
Web Address : www.flagstaff.k12.az.us/flagstaff_middle/
Phone Number : (928) 773-8150
Fax Number : (928) 773-8169
E-mail : ianderso@apscc.org

Mission

FMS will provide challenging opportunities in the academic, physical, emotional and social growth of our students in a safe and supportive learning environment. This requires personal responsibility, cooperation and compassionate response to others.

School / Academic Goals

- Flagstaff Middle School will maintain or exceed the SAT 9 scores (grades 7 and 8), and AIMS scores (grade 8) for 2003 in all areas. This will be measured by SAT 9 scores and AIMS scores for 2004.
- Ninety percent of Flagstaff Middle School students will participate in a service learning experience through community or school involvement.

Instructional Programs

- On-site Special Education
- Technology Based Learning
- Character Education
- Differentiated Curriculum

Enrollment

October 1, 2002 School Year Student Enrollment : 699
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 89

Calendar Information

Number of Instruction Days : 179
Average Daily Instruction Time : 6 hours 3 minutes
First Day of School : 8/25/2003
Last Day of School : 5/5/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 10 Teacher(s)
- 10 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Parent/Educator Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	6.00	Teacher Aide	9.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	6	1	0	0
7 to 9 years	9	2	0	0
10 or more years	16	12	0	0

Shared Responsibilities

School

We provide a safe/positive environment; provide for differences in learning styles; afford students maximum opportunities for success and cooperation; model and teach management, interpersonal skills, goal setting, problem solving, respect for all.

Parents

Provide conditions at home conducive to study; encouragement to complete all assignments; assistance to teachers in the development of student initiative and responsibility; information in respecting school personnel, rules and others.

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Math Counts
- Ü Odyssey of the Mind

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Community Classes

Transportation Policy

Flagstaff Unified School District has 94 buses with 12 being specially equipped. FUSD services 12 miles west, 60 miles east, 45 miles north and 30 miles south of Flagstaff.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Our AIMS math goal for 2002-03: We will meet or exceed the district average of 28.9%(students who met or exceeded the standard). Our AIMS math score for 2003: 34% of our students met or exceeded the standard. FMS improved by 11% compared to 2002.
- ü Our goal stating that 65% of our students would participate in a service project was met. 95% of our students participated in a service project that was student directed and student facilitated.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü FMS Awarded A NASA Explorer School Three Year Grant	2003
ü FMS Odyssey of the Mind Teams Competed Internationally	2003
ü FMS Teacher Selected As Intl. Special Olympic Coach	2003
ü FMS Rated As A Top FUSD School By Arizona Learns	2002

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	15	20	20	20
Transfers In ⁴ (Within District)	3	2	2	2
Transfers In ⁵ (Out of District)	11	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	72	57
Grades 7-8	78	79

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	330	906	71167	102	101	99	483	479	463	24	26	38	42	42	41	20	20	14	14	12	7
All Students (Prior Year)	356	885	66213	NA	NA	NA	467	473	459	35	30	39	41	40	40	16	19	14	7	11	7
Female	164	438	34825	98	99	99	485	478	462	22	25	38	41	45	42	23	19	14	14	11	6
Male	163	460	36047	103	102	99	481	481	464	25	27	38	44	39	39	17	21	15	14	13	8
African American	NC	16	3225	NC	100	95	NC	461	441	NC	36	57	NC	50	34	NC	7	6	NC	7	2
Hispanic	47	157	23643	92	95	97	461	460	445	45	41	53	31	41	37	21	15	8	3	3	2
Asian/Pacific Islander	NC	12	1503	NC	92	100	NC	484	493	NC	20	18	NC	40	40	NC	30	23	NC	10	19
American Indian/Alaskan Native	63	209	5161	107	99	103	474	469	435	28	34	63	54	43	30	10	16	5	8	8	2
White	201	481	35245	99	98	95	491	488	476	18	19	26	42	42	45	23	23	19	17	16	10
Students with Disabilities	57	137	8095	119	116	104	446	447	426	50	52	69	38	38	25	13	10	5	0	0	1
Students without Disabilities	273	769	63072	99	99	99	484	481	464	23	24	37	43	43	41	20	20	15	14	13	7
Limited English Proficient Students	49	146	10317	94	81	111	441	437	426	55	60	72	45	37	25	0	1	2	0	1	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	NC	33	17057				NC	445	440	NC	57	58	NC	33	34	NC	10	6	NC	0	2
Non-Economically Disadvantaged	323	873	54110				484	480	468	23	25	33	42	43	43	20	20	16	14	12	8

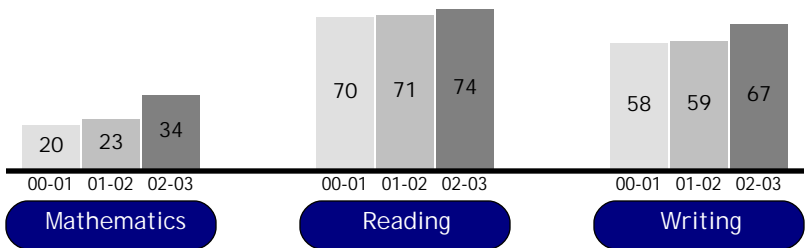
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	328	905	71100	101	101	99	523	509	502	12	20	25	15	18	21	46	43	40	28	19	15
All Students (Prior Year)	357	883	66144	NA	NA	NA	519	513	504	12	18	24	18	16	20	49	45	40	22	20	16
Female	164	437	34801	98	98	99	526	511	505	10	18	21	14	17	22	46	46	42	29	19	15
Male	162	461	36010	103	102	99	519	507	499	13	21	28	14	19	20	46	41	38	26	19	14
African American	NC	16	3219	NC	100	95	NC	516	486	NC	14	38	NC	21	24	NC	43	31	NC	21	7
Hispanic	46	153	23630	90	92	96	498	487	485	33	35	37	17	26	25	30	30	32	20	8	6
Asian/Pacific Islander	NC	12	1509	NC	92	100	NC	523	522	NC	0	12	NC	30	14	NC	40	46	NC	30	28
American Indian/Alaskan Native	61	204	5144	103	97	102	507	494	478	13	28	46	30	23	24	45	40	25	13	8	5
White	201	480	35198	99	98	95	531	520	515	8	14	15	10	13	18	50	48	47	32	25	21
Students with Disabilities	55	138	8121	115	117	105	495	489	470	17	35	55	42	28	20	42	28	21	0	10	4
Students without Disabilities	273	767	62979	99	98	99	524	510	503	11	19	23	13	18	21	46	44	41	29	19	15
Limited English Proficient Students	48	144	10304	92	80	110	469	463	462	50	57	63	40	25	23	10	19	13	0	0	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	NC	33	17040				NC	466	483	NC	52	40	NC	30	25	NC	19	29	NC	0	6
Non-Economically Disadvantaged	321	872	54060				524	511	507	11	19	20	14	18	20	47	44	43	28	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	316	882	69001	97	98	96	511	500	490	5	10	17	29	34	37	65	55	45	2	1	1
All Students (Prior Year)	345	845	63579	NA	NA	NA	509	504	493	6	7	15	35	40	42	55	50	41	4	4	2
Female	157	430	34086	94	97	97	517	505	496	3	8	13	27	32	36	68	59	51	2	1	1
Male	157	447	34644	99	99	95	504	495	484	8	13	22	31	37	39	60	51	38	1	0	0
African American	NC	16	3115	NC	100	92	NC	489	478	NC	21	25	NC	21	44	NC	57	31	NC	0	0
Hispanic	46	156	22656	90	94	92	493	485	476	17	18	27	33	40	43	50	42	30	0	0	0
Asian/Pacific Islander	NC	12	1472	NC	92	98	NC	518	507	NC	0	8	NC	40	30	NC	60	60	NC	0	2
American Indian/Alaskan Native	58	198	4940	98	94	98	496	488	469	3	13	34	56	50	43	41	38	23	0	0	0
White	192	466	34501	94	95	93	519	509	500	3	7	10	21	27	34	74	65	55	2	1	1
Students with Disabilities	47	126	7386	98	107	95	483	470	459	0	39	46	67	31	37	33	31	17	0	0	0
Students without Disabilities	269	756	61615	97	97	97	512	502	491	5	9	16	28	35	37	66	56	45	2	1	1
Limited English Proficient Students	46	139	9662	88	77	104	467	462	454	20	35	51	75	51	40	5	14	9	0	0	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	NC	31	16383				NC	461	472	NC	37	30	NC	41	43	NC	22	26	NC	0	0
Non-Economically Disadvantaged	310	851	52618				512	502	494	5	9	14	28	34	36	66	56	49	2	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	91	67	61	53	96	59	53	48	97	65	61	51
	Language	90	65	64	55	96	62	55	51	95	66	61	54
	Mathematics	90	58	60	57	96	66	60	54	97	65	65	58
8	Reading	92	68	62	55	84	62	58	49	98	68	61	53
	Language	91	65	60	50	83	61	53	46	96	66	54	49
	Mathematics	92	66	62	57	83	58	59	54	98	73	66	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have established an Emergency Response Plan, strict policies for physical altercations and dress code, a school-wide Responsible Thinking Process Classroom, Character Counts Program, Adolescent Lifeskills class, GREAT Program, and Project Wisdom.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Matt Evans	(928) 773-8150
Transportation Policy	Fred Fennell	(928) 773-4170
Community Resources	Kent Powell	(928) 773-8150
School Nutrition Programs	Jennifer Lowell	(928) 773-8150
Parent Organization	Dina Bangle	(928) 773-8150
Student Health/Nurse	Michael Ashura	(928) 773-8150

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards